THE

SOUTH INDIAN TEACHER

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THE XXVI SOUTH INDIAN EDUCATION WEEK

MESSAGES RECEIVED

(1) From Sri K. Balasubramania Iyer, Chairman, Central Education Week Committee :

The Education Week this year will begin on the 29th October, 1956. Properly speaking, it may even be the Education Year. But in this week we remind ourselves of the responsibilities which we have for the education of our people. The principal elements that are concerned in this education effort are the teacher, the parent, the people and the State. I appeal therefore, for the co-operation of all these four elements in our efforts to have a sound national education and in our objective to realise the coming of a welfare State.

An educated, cultured and enlightened citizen is a fundamental unit of a welfare State. The special subject upon which we propose to concentrate in this Education Week is Education in National Planning. We are on the eve of the Second Five Year Plan. The report of the Second Five Year Plan states that it provides for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of college and university education, social education and cultural development programmes. In the realisation of our efforts under this plan, the enthusiastic co-operation of all, the four elements, are absolutely necessary. The teacher should be restored to his proper status and dignity in society. The conditions of service and his emoluments should be sufficiently organised to maintain this status and dignity. The parent should not be apathetic and should take an intelligent and practical interest in education. The State should put forth all efforts to realise the directive of the Constitution under Article 45 to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen in our State. This is a responsibility which they should discharge in the interests of future citizens of our State.

The teacher should fulfil his role as a member of a noble profession and pursue his ideals undeterred even by unsatisfactory conditions around. The pupil should develop his personality in all its aspects and should maintain discipline and devotion to the teacher. In this great educational effort, the people owe as great a duty as the State. This has been our tradition also from time immemorial.

I appeal to all the four elements to co-operate in this grand and national effort of education of our people so that our State may soon become an ideal Welfare State.

(2) From the Private Secretary to His Excellency the Governor of Madras.

I am glad to acknowledge with thanks your letter dated the 18th instant. The Governor is glad to know that the 26th South Indian Education Week will be celebrated throughout the

State from October 29 to November 4, this year. He has asked me to convey his best wishes for the success of the week.

(3) From Sri M. Bhaktavatsalam, Minister for Agriculture.

I am glad to hear from you that you are organising the South Indian Education Week this year with your usual enthusiasm and that you have chosen as the central theme for discussion "Education in National Planning". I have no doubt your Week will substantially contribute towards the solution of the problem. I wish the celebrations every success.

(4) From Sri P. V. Rajamannar, Chief Justice, Madras High Court.

I have your letter informing me of the forthcoming celebration in the Madras State of the South Indian Education Week. I note that the main theme chosen for discussion this year is "Education in National Planning". There cannot be a subject more opportune at this moment. It is not often realised what an important place Education occupies in any scheme of National Reconstruction. I hope that consequent on the discussion during the week, something tangible will be attempted and done. I wish the celebration all success.

(5) From Sri N. D. Sundaravadivelu, Director of Public Instruction.

I am glad to learn that the 26th South Indian Education Week is to be celebrated throughout the Madras State from the 29th October, 1956 to 4th November, 1956. The central theme for this year's discussion is appropriately enough "Education in National Planning". I hope and trust that your deliberations will be fruitful and will further the cause of education and teachers. I wish the 26th South Indian Education Week all success.

(6) From Sri S. Govindarajulu, Vice-Chancellor, Sri Venkateswara University.

I thank you for your letter of the 18th informing me that the South India Teachers' Union is again organising an Education Week at the end of this month. These gatherings are of much greater value than may appear on a perusal of the proceedings. It is of great importance that our teachers like everybody else, should gradually acquire a feeling of personal responsibility in the matter of national welfare. We are largely exhausting ourselves in telling others what they can do for the purpose and do not devote adequate thought what each one of us can do. If we have faith in ourselves and act according to that faith, small contributions by individuals are ultimately the foundation of national security and progress of humanity. I am sure that all those who take part in the 26th South Indian Education Week will make up their minds to make this individual contribution however small it may appear at first sight. I wish the organisation every success.

(7) From Sri S. Natarajan, Director of Field Advisory Services and Joint Secretary, All India Council for Secondary Education, New Delhi.

Thank you for your kind letter.

I am glad you are organising an Education Week this year also. I trust that this Education Week will give the opportunity to teachers to acquaint the public with the problems of education and to impress upon them the need for giving wholehearted support for better schools so that our children who will have the responsibility of bringing in the Socialistic pattern of Democracy will have the necessary training and equipment for discharging their responsibilities. Parents and the public must be made to realise that schools are intended for their children and that children's need should come first. If the observance of Education Week could promote such an understanding then the Education Week would have done its purpose.

Wishing your Education Week all success.

EDUCATION IN NATIONAL PLANNING*

By

Sri T. P. SRINIVASAVARADAN,

President, S.I.T.U. and Headmaster, Hindu High School, Triplicane.

To-day throughout the Madras State the XXVI Education Week is inaugurated. The central theme is "Education in National Planning". We are all living in a 'Plan-frame' age. The second Five Year Plan has to carry forward the process initiated in the First plan period. It has been admitted by the framers of the plan that the system of education has a determining influence on the rates at which economic progress is achieved and the benefits which can be derived from it. In recent years there has been a great deal of re-examination of patterns of education at various levels and on several issues the opinion of educationists has been unanimous and well-defined, as indicated in the recommendations of the University Commission, the Secondary Education Commission, the Madras State Elementary Education Reform Committee and a number of Committees which have inquired into educational problems. The Central and State Governments with a view to formulating programmes for the Second Five Year Plan have examined and reviewed from time to time the progress achieved in different branches of education.

In the Second Five Year Plan greater emphasis is laid on basic education, expansion of elementary education, diversification of secondary education, upgrading of high schools into higher secondary schools, improvement of university education, extension of facilities for technical and vocational education and the implementation of social education and cultural development programmes. In the First Five-Year Plan for the whole of India about Rs. 169 crores were provided for the development of education—Rs. 44 crores at the Centre and Rs. 125 crores in the States. In the Second Five Year Plan Rs. 307 crores have been provided—Rs. 95 crores at the Centre and Rs. 212 crores in the States. It should also be noted that in addition to the provision mentioned above, the allotment made in the Second Five Year Plan for national extension and community projects includes about Rs. 12 crores for general education and about Rs. 10 crores for social education. Programmes in different sectors of development such as, agriculture, health, welfare of backward classes, rehabilitation of displaced persons, and others also provide considerable sums for the expansion of educational facilities. No doubt, all told the provision made above does not meet the situation ; but if the various provisions made are properly correlated and integrated, greater improvement may be made and wastage may be avoided.

In the First Five Year Plan, one of the principal objectives was to make India largely self-sufficient in food and the main emphasis was therefore on agriculture and irrigation. Hence, out of a provision of Rs. 86.43 crores for the States, only about Rs. 5 crores were allotted to education. In the Second Five-Year Plan proposals were originally drawn up for Rs. 40 crores, but ultimately they had to be limited to Rs. 15 crores at the instruction of the Planning Commission, as the total cost for the five years.

The Secondary Education Commission has made about 83 recommendations

*[A talk broadcast from A.I.R., Madras, in connection with the 26th South Indian Education Week, on 29-10-'56.]

and the Madras State Elementary Education Reforms Committee has made about 63 recommendations. Most of them are non-controversial. The main problem in relation to Elementary Education is the policy to be followed and the programme to be carried out in making education free and compulsory up to the age of 14. Article 45 of the Constitution has laid down that on 26th January, 1960, all children up to 14 should be given free and compulsory education. The year 1960 is the last year of the Second Five-Year Plan. Considering the difficulties which have to be overcome, it would be impossible to implement it so as to bring all children to the school. First of all there is not sufficient money ; secondly, there are not at present enough number of teachers ; even if steps are taken now to train teachers, by the beginning of 1960 there will not be enough number of teachers. It would be a great thing if within the Second Five-Year Plan, education up to 11 be made free and compulsory. At present 50 per cent of the school-going children are receiving education. Steps should be taken to bring in the remaining. It can be done in two ways. One is by opening new sections in the existing schools, if suitable accommodation is available, and by increasing the number of pupils in each section, just to the limit where efficiency can be maintained. In the standards I to V, the teacher pupil ratio should be 1 : 30. The other is by opening schools in school-less areas. The White Paper issued by the Madras Government contemplates expansion in both the directions. One thing we have to guard against. There is still stagnation and wastage in elementary schools. Many children leave off at the end of the third or fourth standard. A good number do not regularly attend and hence stagnation in the same standard. If books, slates and midday meal are provided free to poor children, this wastage and stagnation can to a great extent be minimised. To meet the cost on these items, the co-operation of the local people may be sought and in most places there will be an encouraging response. There is also another important factor to be considered. If the quality of education is to be improved, all the teachers in elementary or basic schools should be secondary grade ones. Since it is not possible to get the required number for at least 10 years to come, a beginning should be made immediately to change the existing recruitment for the better. The present higher grade trained teachers should be given refresher courses once in two years. From 1957 onwards, higher grade training should be abolished, as is done in our neighbouring Andhra State. If these two steps are done, the quality of elementary education will greatly improve and the Government will be getting their money's worth.

One of the important recommendations made by the Secondary Education Commission is that of upgrading high schools into higher secondary schools. Luckily for our State, long before the Commission recommended diversified courses in the high school stage, diversified courses had been introduced. A sound system of secondary education which offers openings in a large number of different directions, is an essential foundation for economic development on modern lines. With the expansion of elementary education, an increasing number will come into the secondary stage. In the Madras State there were 1,011 high schools in 1953-54 against 802 in the (composite) Madras State. In 1954-55 more high schools were opened. In the coming years necessity will arise to open still more high schools.

It is not possible to upgrade simultaneously all the high schools into higher secondary schools. A five year plan must be drawn up so that at the end of the period all the schools may be up-graded. If a longer time is required, it must be allowed. While other States, especially the neighbouring States, have begun to implement the recommendation of the Secondary Education Commission to upgrade the high schools into higher secondary schools and the start-

ing of multi-purpose schools, our State should lose no time. We are glad to find in the White Paper certain recommendations to that effect. During the transitional period there are difficulties but with determined efforts it is possible to overcome them in our State which, in the field of education, is in a more advantageous position than other States. In the Second Five-Year Plan, the programmes chalked out require, for their implementation large number of skilled workers, technicians and specialists with a background of elementary or secondary education followed by technical and vocational training in specific vocations. These requirements can be met only from the age-group 14—17 years. Herein comes the importance and necessity of multi-purpose schools. An expert committee should be appointed as early as possible to draw up the syllabi for the various courses contemplated in the higher secondary stage. Unfortunately there is an unjustifiable opinion that whatever money is available, it should be spent only for elementary education, secondary and university educations being left to take care of themselves. The State cannot afford to neglect any one of the above stages, which are interlinked with one another. If university education suffers, secondary education will suffer, because its teachers are drawn from the university; similarly if secondary education suffers, elementary education will suffer, since the teachers there are drawn from secondary schools. The quality at each level must be maintained, so as to get the best at each level of education.

Due provision, though inadequate, is made in the Second Five-Year Plan for expansion of technical and vocational education and social education. The census of 1951 showed that only 16.6 per cent of the population were literate and even if children below 10 years are excluded, the proportion rises only to 20 per cent. Apart from the low percentage of literacy, there is serious disparity in literacy between men (24.9 per cent) and women (7.9 per cent) and between the urban population (34.6 per cent) and the rural population (12.1 per cent). In the words of the Planning Commission, rapid social and economic progress along democratic lines and widespread illiteracy are incompatible with each other.

It is needless to say that the whole educational system depends upon the teacher who is its pivot. All are agreed that the teaching profession fails to attract the best persons and that far too many persons who work as teachers remain only for short periods and then move on to other occupations. Improvement in the conditions of service is therefore an important desideratum of progress in education. Both the Secondary Education Commission and the Madras State Elementary Education Reform Committee have made recommendations on teacher's pay and conditions of service. To retain and attract suitable men to the profession, the Government should take steps to revise the scales of pay generously. Minimum scales of pay should be fixed for all teachers under whatever agency they

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serve. At present it is not so. The triple benefit scheme for teachers—pension cum provident fund cum insurance—should be extended to all teachers. The present pension scheme has excluded certain categories of teachers in the high school department. Teachers should be assured of security of tenure. All facilities must be afforded to teachers to improve themselves professionally. The disparity in the seales of pay among teachers serving under various agencies such as local bodies, aided managements and the Government should be removed. The teachers of this State are grateful to the Government for the fee concessions granted to their children and the pension scheme, though limited in its scope. But they are not adequate enough. The teachers are hopeful that when finances permit, the Government will not hesitate to consider their just demands.

If the States are unable to do as much as they desire, it is because of their limited sources of income and of their commitments in other fields. The resources of the Central Government are greater than those of the States. Hence it is but fair and just that the Central Government should give more to the States. If the directive principle 45 of the Constitution of India is to be implemented, at least 75 per cent of the cost should be borne by the Central Government; in the field of secondary education it should meet one-third of the cost and give liberal aid to universities.

"Each five year plan is both an assessment of the past and a call for the future. It seeks to translate into practical action the aspirations and ideals of the millions of people in the country and gives to each of us an opportunity in the common cause of eliminating poverty and raising standards of living." Let us all,—teachers, parents, public and the Government—co-operate in this noble task in the Second Five-Year Plan to achieve the targets and aims set out therein.

MADRAS LEGISLATIVE COUNCIL

Teachers' Constituency—Voters' List

The strength of the Legislative Council has been increased to 63 and as a consequence, the Teachers' Constituency will have six representatives instead of four. Teachers eligible to vote are requested immediately to send in their application to the Tahsildar or Collector for inclusion of their names in the voters' list. Correction of names wrongly entered and change of addresses may be done now.

T. P. SRINIVASAVARADAN,

24-12-1956. **President, S. I. T. U.**

DETERIORATION IN STANDARDS OF EDUCATION—CAUSES & REMEDIES

By

S. RAMANATHAN, B.A., L.T., *Municipal High School, Karur.*

The fall in the present day standard of education is no longer an academic question to be discussed and ignored in the forum of Convocation Halls and debating societies but it has assumed frightful dimensions of a colossal national problem which is likely to jeopardize the future and smooth functioning of democracy unless an immediate and satisfactory solution is arrived at by our educationists to arrest the process of further decay. The disease is there in the body politic, though doctors, even eminent Vice-Chancellors are not unanimous in their diagnosis of the malady.

Let us now analyse the various factors that have contributed to the gradual decline in the tone of education ever since the advent of freedom. Deterioration in the standard of education at the present day is not an isolated phenomenon to be sought for only in the field of education but it is symptomatic of the general wave of indiscipline or loss of morale that has crept into all walks of life since the achievement of Swaraj in 1947. The achievement of freedom came like a draught of intoxicating wine and set free forces of licence and anarchy to which the student population was no exception. The whole of India was Swaraj-mad, freedom-drunk and went into convulsions of jubilation and national orgy. The students alone could not be expected to keep immune from the infection or play the part of saints at a time of National upheaval. They caught the contagion. They came out of their cloisters. They threw off their books and went mad along with their elders.

Deterioration in standards of education seems to have set its foot in our schools, ever since the advent of the Second World War in 1939. With the accession of popular ministries to power, frequent tinkering and tampering has been going on in the system of education. The politician took upon himself the mantle of the educationist and began to launch upon far-reaching changes in the educational set-up. In the first place, came the move for the elimination of the English medium of instruction and the introduction of the vernacular medium in all schools. While admitting the sound psychology of imparting education through the mother tongue, it has to be deplored that close on the heels of the withdrawal of the foreign medium of instruction, came in an era of clash of languages and battle of tongues for precedence in the class-room. Responsible politicians at the helm of offices, in their intoxication of new-found power, began to make irresponsible utterances on the relative importance of languages. Tamil was made much fuss of. English was scoffed and sneered at as a necessary evil. Hindi was tabooed as a superfluous fifth wheel to be learnt or not at the option of the children. Over and above all these tinkering and fiddling of politicians, came the unwise move of a former Minister of education who pushed up the study of English from I Form to II Form. The reduction of a year in the study of English was followed soon after by the reduction of the number of periods allotted to English in the class room. No wonder, the standard of English has gone down in High Schools in recent years while on the other hand there has been no compensation by way of rise in the attainment of Tamil.

The intrusion of politics into the class room should be considered as one of the

most potent factors for the lowering of educational standards at the present day. School children have become toys to be moulded or rather distorted at will in the hands of ambitious unscrupulous politicians. Ever since the days of non-co-operation in 1920, when Gandhiji issued his famous mandate to the students to keep away from schools, politicians have ventured to make encroachments into the beautiful and sacred precincts of the Garden of Eden, tempting the plastic impressionable Adams and Eves to taste the forbidden fruit of the Tree of Politics. Schools are no longer the secluded sheltered backwaters of intellectual retreat but they have become the stormy high seas of political agitation. Boys have begun to sneeze, whenever politicians catch cold. The students of the present day appear to be more interested in the agitation for the inclusion of Tiruttani and Deviculam in the new State of Madras than in Differential Calculus or Binomial Theorem. The orgy of communal flare-up in the Aligarh University over the publication of a book entitled " Religious Leaders " and the rowdyism of the students of the Gujarat University on the occasion of the Prime Minister's visit are all pointers that there is " something rotten in the state of Denmark ".

One of the chief contributory factors for the present day deterioration in education is that the right sort of men do not flock to join the ranks of teachers. The teaching profession is under-paid and not sufficiently attractive to absorb men of real calibre, the choice and cream of intellectual society. On the other hand it has become the last refuge of failures in life, physical wrecks and intellectual misfits. Disappointed in law, frustrated in admission to the chosen ranks of medicine, and shut out from the portals of engineering, elderly men on the wrong side of thirty or over, often take to the teaching profession for want of something better. There seems to be some truth after all in the charge levelled against teachers by Oscar Wilde that those who are incapable of learning have taken to the teaching profession.

Education was once the close preserve or rather the monopoly of the so-called higher classes. With the inauguration of independence, the academic doors have been thrown open just like the temples for the entry of all classes of peoples. The Government have launched upon a policy of democratization of education, of making education available on a free and compulsory basis to all children. Article 45 of the Constitution has laid down the definite time limit of 26th January, 1960 for the implementation of universal free compulsory elementary education. In its eagerness and hurry for the implementation of the constitutional directive, the Government seems to be more interested in extending the number than in improving the quality of literates. It should be remembered however that mere emphasis upon enrolment of pupils without due regard for quality is sure to result in hastening the process of deterioration that has already begun.

At the present day in a vast country like India, where eighty per cent of the population has to be made literate in the short period of four years, education has become a mechancial affair partaking of the nature of large-scale production. Nowhere at the present day can we see in our schools, the intimate personal relationship, the close community life shared in common between the master and the disciple that was prevalent in the ancient universities of Taxila or Nalanda. The modern class rooms with a strength of forty-five and fifty have become huge laboratories of mass production. The teacher has little or no chance to make his personal influence felt on the individual pupils in such huge unwieldy classes. In the absence of such intimate relationship between the teacher and the taught, no wonder the tendency has been towards lowering of educational standards and the emergence of indiscipline in schools. Here in this context it must be remembered that the influence of the teacher on the pupil is nowhere when compared with the fatal fascination of cheap yellow

journals, second rate films of an amorous type and street corner demogogues of a combustible category. The teacher has no undisputed hold over the undivided loyalty of the pupils emerging out of the portals of the schools, where wait the press, the politician, the radio and the cinema to storm and engulf the young plastic minds. The work of the teacher is undone by the onslaught of these extraneous unhealthy influences with the inevitable consequence of deterioration in the standard of education.

Lastly, it must be noted that examinations have become farces at the present day, inasmuch as they are more in the nature of tests in memory or comprehension than an honest attempt of assessing the real worth of the candidates. With the introduction of multiple-choice tests where the student has to tick off the correct answer from a jumble of given answers, it is obvious that the Government has launched upon a systematic policy of watering down the standard of examinations so as to suit the poor palates and digestive organism of the scheduled classes, the backward tribes and the so-called Harijans. It seems that the Government has decided that if the candidates do not rise up to the expectations of the examiners, the question papers should be brought down to the stature of the examinees. The wind seems to be blowing in the direction of the creation of a classless socialistic society of mediocres and not all the Canutes in the land can arrest the wave of deterioration in education unless sanity prevails before it is too late.

Having so far analysed the causes that have contributed to the deterioration in education, let us now try to find out the remedies for the malady. In the first place schools should be looked upon as sacred shrines for the flowering and expansion of the human personality and they should be kept free from the unholy intrusion of unscrupulous political parties. Politicians and demogogues, whatever their differences in politics, should arrive at a compromise, so far as education is concerned, to keep off the temples of learning, thereby respecting the immunity of schools and agreeing not to poison or befoul the main springs of educational centres. In this connection it must be pointed out that teachers also should rise to the occasion for countering the unhealthy influence of politicians by the provision of extra-curricular, activities and avenues of political and cultural interest within the precincts of the schools. The establishment of a Student-Government on the basis of election of a pupil leader along with a school council would go a long way towards giving ample scope to the students for the exercise of political activity and proper training in the art of Self-Government. The National Cadet Corps and the Auxiliary Cadet Corps are wonderful institutions for absorbing the superfluous energies of the turbulent youth and they may be made use of as an antidote or counter-force for rescuing the mistaken youngsters from perverted channels of political agitation by the inculcation of a sense of discipline and love of order. In short it is by the creation and active operation of such centres of political and cultural attraction for youngsters as the College Union, the School Parliament constituted on the basis of free election and dramatic or literary debating societies that the teachers can hope to wean away the highly emotional and impulsive modern youth from the unwholesome enticement of ambitious politicians.

The Government should leave off the undesirable habit of tinkering and tampering with the system of education very often. Changes in Ministries should not be the prelude for the inauguration of new schemes in the basis of education. Such frequent changes in the syllabus or policy of education has an upsetting effect and undermines the tone of education. In the process of growing plants or blossoming creepers tinkering and tampering at the roots make the plants perish.

The teaching profession should be made sufficiently remunerative to attract men of real calibre. The teacher

is the keystone of the educational arch and on him rests the future of culture and smooth functioning of democracy all over the world. The mischief that can be done by a discontented teacher is beyond repair and it is the bounden duty of the Government to raise the standard of life of the teacher by way of atoning the neglect of centuries and by way of restoring the falling standard of education.

In its hurry and eagerness for the expansion of compulsory free education for all within the constitutional time-limit of 1960, the Government seems to have lost sight of the fundamental need for quality. There is nothing sacrosanct about the time-limit of 1960 and it is well and desirable for the Government to pause and lessen its pace of mass production of literates, by reducing the strength of the classes and increasing the number of teachers in schools.

Lastly the Government should cry immediate halt to the process of diluting the standard of examinations, before a lot of damage is done. The farce of multiple-choice tests should be done-away with, as the first step towards raising the standard of education. Let not false considerations of sentiment or mis-directed sympathy for students stand in the way of the abolition of these New-type tests. Examinations need not be made soft or easy in as much as life itself is not a bed of roses. It is for the Government and educationists to consider and consider deeply that when the student of the present day has the superfluous energy to indulge in political agitations and strikes of a paralysing nature, he might as well be allowed to take his examinations with a certain amount of toughness. In the tackling of such examinations, the modern student, besides getting hardened and accustomed to face the trials and rebuffs of future life, would also find a healthy outlet for the absorption of his super-abundant energies without allowing them to be misdirected in the perverted channels of political demonstrations.

THE LIFE THEY CHOSE

By

E. F. DODD

The stories are original and true to life, though the characters are imaginary. The book should find a place in every school library, and also be welcomed as a supplementary reader by those teachers who prefer books with an Indian background.

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HIGH SCHOOL LIBRARIES*

By A. NEELAMEGHAN

Librarian, Madras Medical College

It is significant that at a conference of the South Indian Teachers' Union part of the deliberations should be devoted to the question of school libraries. It augurs well that teachers and educationists entrusted with the tasks of moulding the character, sharpening the intelligence and paving the way for a more reasonable living, of the future citizens of this country, are realising the co-operative role which libraries and librarians can play in helping them perform these tasks with greater chances of success. In the Report of the Secondary Education Commission (1954) and the sequel Report of the International Team on Teachers and curricula in Secondary Schools (Ford Foundation, 1954) the Government of India have made it clear that school libraries are essential apparatus in teaching and not merely auxiliaries. Their recommendations when properly carried out should produce quite significant results in the development of school libraries in the country.

In the past, few of us, while at school, had the opportunity of using good libraries and so the majority of us have not come to fully appreciate, until very late, the reading of books as something very much on a par with eating and drinking which so prominently figure in this business of living. Reading of good books is as essential for mental well-being as good food for physical health. The taste for reading has to be created and developed. How else can we have the self-education to derive inspiration from the great ideas and experiences of the past, feel the excitement and thrill of the great continuous drama of life, feel the sweep of history, acquire a broad and sensible outlook on life, and realize our proper place in the pattern of civilization? The desire to read should be developed from early years when the boy's mind is eager to learn and quick to grasp. Hence the importance of school libraries wherein the pupils get an opportunity to grow with the books. In these days of good, bad and indifferent types of literature with which the youngster of the high school or pre-adolescent stage come in contact, it is essential to make proper choice of the reading material for the proper channelling of thoughts and tastes. To achieve these objectives the school library aims at effective co-operation and participation in all school programmes, both academic and extra-curricular, concerning the needs of students, teachers, parents and the community; providing adequate facilities relevant reading material and suitable for the pupils' growth and development physically as well as mentally; helping students to spend their leisure usefully and creating in them proper personal and social attitudes.

There is as much science as there is art in the organization and management of libraries. Here I can enumerate only a few broad and essential principles. The practical details of working out the routines and special projects in order to derive greatest benefits should be left to the individual librarians in charge.

THE LIBRARIAN

It is absolutely essential that there should be a well qualified and full-

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*Based on a paper read at the 46th Madras State Educational Conference, Chingleput, 15th May 1956.

time librarian to man the school library, for much of the success of the library as an instrument of education depends on him. The days are long past when anybody, ill or well, was considered fit to administer a library; the days of the type of librarian who sat guard over the few books entrusted to his care and who hated to see them disturbed from their repose. The modern concept of the school librarian is totally different: He is a dynamic personality, a man of vision, fully aware of his role in the education of children, with a love for books as well as for the youngsters, always finding out ways and means of attracting pupils and their teachers to using the library and draw from the treasures of knowledge, unobstrusively but surely guiding the reading interests of pupils, in short one who makes the library the centre of activity and hub of cultural and intellectual life of the whole school. To achieve these objectives the school librarian needs to be something of a teacher and a psychologist besides being fully adept in the business of library organization and administration. For efficient library service, within the defined policies and objectives of the school, the librarian should be given full freedom in the matter of carrying out his executive responsibilities, working out the details of organization and management. In other words, there should be no interference on the part of the management in these questions. In many schools one finds a teacher without necessary library training put in part-time charge of the school library. While the librarian needs to be something of a teacher, a teacher without adequate Library training and experience will not be able to provide the best library service. For one thing he will not be able to devote his full time and energy to library matters; for him it will be just another rod to bear. And from the practical point of library management there will be ever so many behind-the-scene activities and processes (without which the library cannot offer to the school what it ought to) which that teacher will not even be aware of. Hence, at the risk of repetition, let me reiterate that an adequately trained and full-time librarian is the *sine qua non* of efficient school library service.

BOOKS AND JOURNALS

The books and magazines that we put in the school library need most careful selection. Their contents should be authoritative, presented in a manner understandable by the age group, attractively illustrated, neatly got up with nice covers and jackets. Even when the library is accepting gift books these standards should be kept in mind and those books which are not up to the mark should not be put out for circulation. To build up a comprehensive and well balanced collection (particularly non-textbook material) needs the co-operation of teachers, librarian and even the students to some extent. The librarian needs to be well acquainted with the various publications regularly reviewing books and periodicals for children, he should peruse publishers' catalogues, blurbs, etc., for new publications, and the standard lists of publications for children and school libraries issued by various library and educational organizations should be made available to him. Teachers too should suggest suitable items for acquisition. The addition to the reference collection of encyclopaedias, dictionaries, word books, atlases and the like should be acquired with extra caution, in any case only after actual examining of the books or after reading authoritative reviews which apply relevant criteria for evaluation. This is because reference books are costly, our budgets small, and there may be more than one publication to choose from. Teachers and librarian should visit book shops to examine children's books and magazines first hand. These tasks could be well done co-operatively by a small committee of interested teachers from the different subject fields and the librarian. Perusal of students' reading

records or diaries from time to time would reveal individual tastes as well as the general pattern of reading of particular age groups and also the more popular type of books, all of these factors being helpful in book selection. Teachers who receive new children's books for review or as complimentary copies can present them to the school library after they are through with them, and thus help to enrich the collection.

THE LIBRARY ROOM

The library room should be at least twice as large as the largest class room to accommodate the collection of books and journals and to provide enough space for the pupils to sit and read in comfort and move about with ease. There must also be provision for the librarian and his staff to do such behind-the-scene routines as classification, cataloguing, processing of books, etc. The library should, as far as possible, be easily accessible from all sections of the school. It should be well ventilated and must have adequate natural lighting. It should be tastefully furnished with an eye on utility and comfort, the walls, windows, and tables tastefully decorated with flowers, pictures, etc., made by and for children. In short the library room should be the most attractive place of congregation for the pupils. Attention should also be paid to the safety of books from the elements and pilfering. For the latter purpose there should only be one entrance/exit where the book issue counter will usually be located. In the more progressive Western library schools there will also be an audio-visual room with necessary equipment such as film projectors, gramaphones, tape recorders, etc. One can even find nice little theatres in the library for puppet shows, children's plays and so on.

ATTRACTING PUPILS TO THE SCHOOL LIBRARY

Assuming you have got a nice library room and good books the librarian and teachers cannot just sit quiet expecting students to flock to the library. A few of them who have already developed the tastes for reading and the more adventurous may peep in. But the majority of the pupils will have to be drawn in using methods of the shrewd salesman. The successful application of the few directions I may enumerate here depends on the initiative of the librarian. But teachers need to be aware of these methods so that, in the first place, they may not feel that the librarian is after something new-fangled and out-stepping his province, and secondly teachers will find many avenues for co-operation in making the programme a success. As a matter of fact without the sympathetic attitude and co-operative spirit on the part of teachers and administrators in regard to library matters there can be no effective library service.

Library books and magazines should be displayed in their beautiful covers in conspicuous points in the library which would catch the eye of the students when they pass by. Library windows could be turned into attractive show cases to look like a sweetmeat shop or baker's window.

Book jackets for new books should be displayed on the library notice board and, if possible, on other notice boards in the school.

Keep library open outside of class hours also.

Allow students free access to the collection; let them browse among the books without any restriction whatsoever.

From time to time issue lists of recent additions to the library. Display the lists on all students' and other notice boards.

Issue lists of items directed towards particular groups of students or on particular hobbies such as photography, stamp collecting, etc.

Capitalize on special local, national and international events to bring out

special lists of books and display available ones.

Organize talks on subjects of interest to youngsters, say by local celebrities, in the library and bring out relevant books and magazine articles for the perusal of students and teachers.

Arrange for exhibition of children's books, art work, etc. This can effectively be done in co-operation with other local schools or agencies interested in children's education, etc.

When there are local or school cultural programmes for children or for teachers (e.g. exhibition of child art, children's plays), help with books, pictures and other relevant material available in the library.

If the school runs a magazine students would very much appreciate help from the library and it will create several avenues for them to use library books and periodicals.

With the co-operation and help of teachers take classes to library to spend periods for pleasure reading.

Arrange for group reading in the library and provide necessary reading material which would stimulate discussion.

Let students present book reviews, their opinions on books they have read for the benefit of a group and the reading of more books can be stimulated.

Pupils should be invited to take part in various library activities both routine and special. Groups of interested students can first be instructed (say one or two hours per week) and demonstrated such work as shelving of books, journals and pamphlets, labelling, mending of books, building up a scrap book, clipping and vertical files, circulation routines, etc. Many students will be eager to assume responsibilities and under proper guidance they can be of great help and benefit both for the library as well as for the students themselves. "Such services not only materially extend the services of the Library more widely than would be possible for the librarian, but also develop library consciousness among both students and staff."

Teachers should make assignments to students such as writing an essay on topics preferably outside of class texts, or to find answers to general knowledge questions, so that pupils will have opportunities to use library books, particularly reference works. The librarian would avail the opportunity to instruct the readers about the general layout of the library, the arrangement of books, the use of the library catalogue, methods of using the various types of reference works, their scope and limitations, hints on noting down references in the proper form, note-taking, etc. Such instruction in the use of the library is very important and the knowledge gained would be an asset to the pupils when later they go for higher studies when library use will be so imperative.

If you can afford it the audio-visual room can be made another great attraction for the students to come to the library. The equipment would include maps, globes, gramaphone records, films, film-strips, projectors, tape recorders, etc., and could be employed both for library purpose, as well as for class use.

School Library clubs are helpful to sponsor greater interest among the pupils in the use of the library and books, to stimulate reading interests and improve library service. Membership in the club should be open to all students who wish to join and take part in its activities. Student committees may be formed for reviewing new books, magazine article reporting, for building up the scrap book, for publicity, for organizing social activities, and for enlisting the co-operation of teachers and students in library matters.

In many of the programmes and activities just mentioned the co-operation

of the teachers with the librarian is extremely important. In addition the librarian should take effective steps to bring library matters to the notice of school authorities, and he should also encourage teachers to use the library by providing material that would be of interest and use to them. Faculty meetings could be held in the library and library matters discussed. When teachers meet, library exhibits of books and periodicals could be arranged and the librarian also should attend and talk at such faculty and departmental meetings. The librarian should send teachers or bring their attention to interesting magazine articles on educational and other topics. The shrewd librarian will find many more avenues for co-operation with the school staff, attract them to the use of the library and enlist their support in library matters.

GUIDANCE IN READING

Every teacher would like the student read books he thinks best for the youngster. It is always useful to make suggestions in this respect to the pupils, but there should absolutely be no compulsion. Let the student browse among the shelves and find material to his own taste and interest—after all the school library collection is taken to be a carefully selected one. However, a record of each student's reading should be kept on a card or a register, one card or a page of the register for each reader. The student himself should be encouraged to keep a diary and jot down notes about the books he reads. From time to time the librarian and the teacher should peruse these student reading records to study the progress, trend and tastes of each pupil. The teacher as well as the librarian can, when opportunity presents, introduce their own choice books and in this way proper reading habits can be developed. The librarian should be able to discuss and plan, whenever necessary, the extra reading programme of students. Retarded or otherwise handicapped pupils should receive special attention in the matter of physical facilities as well as in the choice of proper reading material.

The grading of books for particular age groups or for the sexes should not be too rigid particularly for the age group 13-18 years. What is difficult for a boy of 18 may be quite easy for one of 13. It all depends on the pupils' previous education background, reading habits, intelligence, earnestness, etc. As already indicated lists of items to suit particular tastes and groups can be issued.

CO-OPERATION WITH LOCAL EDUCATIONAL AND SIMILAR AGENCIES

The high school library can usefully co-operate with the local educational and similar agencies in their activities for the furtherance of educational objectives in the community : in the exhibition of children's art, books, etc., in the supply of books for use in night schools, in the matter of occupational guidance to school-leavers, and so on. In any case there should be very close co-operation with the local public library. The school library collection can be supplemented with books borrowed from the public library for a term or so. There could be mutual lending/borrowal of audio-visual material and exhibit items whenever occasions arise. Pupils should be encouraged to become members of the public library at an early age and their using the larger library along with elders would be a stimulant in developing reading interests and library consciousness. Most modern public libraries have "children's corners" and youths' sections. Some of them have branch libraries in the schools. Class visits to the public library should be planned from time to time and special co-operative programmes could be worked out for the school-leavers in the matter of occupational guidance and also for the backward child. In the school magazine, if any, carry information of interest to students about the public library. These are just a few hints only.

At this point it may be of interest to take note of a recent American experiment—Science Teaching Programme in the high schools. This is a century when Science is affecting our physical lives and mode of thinking considerably. It is therefore necessary that children get to know and be aware of something of all the science talk and scientific activities going around them so that they may find it easier to adjust themselves in the future 'robot-world'. The American Association for the Advancement of Science in association with the U.S. Office of Education, the National Educational Association and its affiliated organizations, and with a grant from the National Science Foundation has organized the programme. As part of the programme 150 books on science have been selected by over 250 scientists, teachers and librarians for their authoritative contents and style understandable and of interest to high school pupils. These are distributed in units of 25 books to 66 school libraries in 10 geographical areas with varying educational and cultural characteristics. The schools are selected on the recommendations of state educational departments and members of college and university faculties. The experiment, begun in October 1955, is expected to stimulate interest in reading science books by students and also to help in the selection of good science books for the pupils. It is also a very good example of co-operation of various educational agencies for the benefit of school children.

SOME PROBLEMS

I am noting below a couple of questions which require careful and immediate consideration of all teachers and educators for their solution :

1. *Children's books and magazines*: In his presidential address to the Second All-Hyderabad Library Conference, (Dec. 1955) Mr. K. G. Saiyidain, Secretary, Ministry of Education, Government of India quoted the news item :

"Publishing houses in China will print a total of 72 million books for children next year. This is an increase of one-fifth over this year. One thousand one hundred and fifty new titles are included. Among the books will be novels, poems, plays, folk and fairy tales, science and adventure stories, by both Chinese and foreign authors. There will also be large quantities of picture-story books. The New Democratic Youth League of China is preparing to set up a new children's publishing house next year. According to People's Daily 190 leading writers plan to turn out at least one piece each for young readers next year."

Well, it will be sometime before we can announce such a scale of production of children's literature in India. As is well known here there is a great dearth of children's books and magazines in all our languages, and whatever exists is not quite satisfactory from the point of view of method of presentation to suit the age groups, illustrations, lay out, get up, etc. This is a field for co-operative effort on the part of writers, artists, teachers, librarians, editors, publishers and education departments. Mr. Saiyidain indicated.

"The Central Government is very keen to promote this movement and has instituted a scheme of prizes and bulk purchase of books to encourage good authors and publishers. It is also instituting a National Book Trust which will, among other things, help in the publication of books of merit and the translation of great books from other languages."

But, as Mr. Saiyidain pointed out Government can only encourage and provide the atmosphere. The actual creation of the books depends on the effective co-operation of the different parties I have just mentioned above. The Secondary Education Commission Report (1954) added that "If school libraries are better financed and are able to buy larger number of books and if a love of reading is created in the students and eventually in adults with

the increased purchase of books, the law of demand and supply will come into play and more and better books will be published." These are indeed hopeful signs and we are encouraged to believe that something concrete and tangible will result if the necessary co-operation is extended from all concerned sectors.

2. *Children's Librarians* :—The aim and philosophy of librarianship is much the same in every type of library—public, special, university, college and school. But the means of achieving the objectives differ in the different types of libraries owing to the kind of readers and material to be handled. There are now half a dozen library schools in India. Some admit graduates only while others are open to undergraduates also. Shorter courses of about three months duration are also offered. But in none of these schools we have any special subjects or elective courses for those who wish to become children's or school librarians. In some of the British and American library schools it is possible to take up special subjects as School Library Administration, Children's Literature, Improvement of Reading, Audio-visual Aids, etc., as part of the regular course in librarianship.

Also, there need to be established number of demonstration and model school and children's libraries wherein beginners in school library work can spend some time observing and studying means and methods.

Whatever handicaps there be I would appeal to all those interested in the education of children to persuade education departments and school authorities to start school libraries right now. Allot sufficient funds, put qualified librarians in charge, give him equal status and salary as the senior staff of the school, and extend full co-operation in the development of the school library programme. The results will definitely justify the time, effort and money. The S.I.T.U. has always been interested in the development and improvement of school library service. As early as 1949 an exhibition of children's books and art, and lectures on children's libraries were arranged under its auspices. The Union could indeed do a great bit and be an active force in the development of school libraries in this part of the country at least.

For those teachers who are interested in the matter and looking out for guidance I may suggest their perusal of the following publications :

Douglas, Mary P. Teacher-Librarian's handbook 2nd ed. American Library Association, 1949.

Fargo, Lucile F. Library in the school. 4th ed. American Library Association, 1947.

Ranganathan, S. R. Suggestions for the organization of libraries in India, Oxford University Press, 2nd ed. 1956 (Teaching in India Series).

School Library Association (England). Memorandum on planning and equipment of libraries in secondary schools. School Library Association, 1955.

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By E. W. Menzel. Fourth edition. *Boards Rs* 3-8 *Limp Rs* 2-8

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EXAMINATIONS

Recommendations of the Seminar held at Bhopal in February, 1956.

The All India Council for Secondary Education organised at Bhopal a Seminar on "Examinations" to discuss the following problems :—

1. The nature of the question papers in respect of the written examination with regard to (a) the extent to which the objective type of tests could be used ; and (b) the modifications necessary in the essay type questions in order to minimise the subjective element in the evaluation of the answers.

2. The nature of the practical examination to be conducted in respect of the practical subjects included in the scheme of studies suggested by the Secondary Education Commission under Section C (Crafts) and Section D (Diversified courses of studies, such as Science, Technology, Agriculture, Commerce, Domestic Science or Home Science, Fine Arts etc.).

3. The place of day-to-day work in the final assessment of the pupil's achievement. In order that a fair measure of uniformity may be secured in the assesment of the pupil's performance at school as well as his performance at the final examination, if certificates issued by different States are to have all-India validity, steps have to be taken to ensure a common minimum standard for such assessment.

4. The necessity of an agency for constantly evaluating the examination criteria of the different States and advising the State Boards of Education on measures likely to maintain and improve standards.

5. The problem of guidance of pupils for Secondary Schools and for the diversified courses. The school records to be maintained in the Senior Basic Schools and the Middle Schools have to be considered for this purpose and a suitable form has to be devised. School records at the Higher Secondary stage too have to be thought of.

6. The preparation of Achievement Tests by the State Boards of Education and their evaluation by a Central Committee in order to ensure a minimum standard in these tests.

7. The setting up of a research unit by each Board of Examination for a constant appraisal and review of examination procedure and evaluation.

8. The physical conditions under which examinations are held.

Representatives of State Boards of Secondary Education from ten States together with Heads of Departments of Education from fourteen Universities and a few experts on the subject participated in the deliberations. The Seminar divided itself into four groups to study specific problems as shown below :

1. General Examination System Committee (for Problems Nos. 1, 2 and 8).

2. Cumulative Records Committee (for Problem No. 3).

3. Achievement and Aptitude Tests Committee (for Problems Nos. 5 and 6).

4. Administration and Action Research Committee (for Problems Nos. 4 and 7).

The recommendations of each group were finally considered and approved (with modifications, wherever necessary) in the plenary sessions. These recommendations are given in the following pages.

RECOMMENDATIONS OF THE GENERAL EXAMINATION SYSTEM

(With reference to Problems Nos. 1, 2 and 8)

1. In order to reduce subjectivity and to test effectively the candidates' knowledge of facts and fundamental process as well as his ability to understand causal relationship and to organise and express his ideas effectively, questions set at both the external and the internal examinations should be of three different types :

(a) Essay type ;

(b) Pointed questions involving short answers ;

(c) Purely objective type.

Where there are two papers in a subject, the objective type of questions should form one of these papers. Where there is one paper in the subject, the objective type of questions should form a separate section, to be answered in a separate book within a specified time.

When the stage is set for the use of standardised achievement tests, such tests should be progressively used in separate papers in lieu of the objective type of questions.

2. The proportion in which the different types of questions should be combined in different subjects can be determined after experimentation by various examining bodies and research units.

3. In the traditional type of papers, the language of the questions should be simple, definite and clear, the number of questions should be relatively large, and the marks allotted to each question should be small for the sake of better sampling.

4. To minimise subjectivity in evaluation in the external examination :—

(i) A preliminary list of suitable questions on different subjects should be obtained from a selected number of qualified and experienced headmasters and teachers of Secondary Schools in their respective subjects.

(ii) The examining body should appoint a panel of subject specialists consisting preferably of three members. On this panel, there should be representation of subject specialists drawn from Secondary Schools, Universities and other institutions concerned with the teachin of the subject. After going through the questions suggested by the teachers, the panel should draw up the question paper which should, as far as possible, contain questions of the type suggested by the specialist teachers of the subject. No further moderation of the paper should be necessary after this.

(iii) Before the marking of the answer books there should be a meeting of the Head Examiner and the Deputy Head Examiners, as they are called in some States, or of the Head Examiner and the Moderators, as they are designated in some other States. There should also be a meeting of the Assistant Examiners with the Head Examiner or Deputy Head Examiner, as the case may be. At such meetings detailed instructions for marking should be clearly laid down. These instructions should be finally drawn up after a number of scripts have been actually examined.

5. In all subjects where an external practical examination is necessary, it is recommended that :—

(i) Due weight should be given to sessional work, say up to 50 per cent, of the total marks assigned to the practical examination. To ensure that the practical work done by the examinees during the session represents their genuine day-to-day performance, the records of work should be regularly checked and initialled and dated by the teacher, and countersigned by the Head of the institution every month. These should be produced before the External Examiner at the final practical examination. If the External Examiner finds a serious disparity between the performance of the candidate in the final examination and his overall performance during the session, he should be at liberty to give the examinee another test before assessing his performance at the final practical examination.

(ii) To eliminate the chance factor, a candidate should be allowed to choose one experiment or practical task out of two or more that may be set by the External Examiner.

(iii) If in respect of any school there is a striking disparity between the standard of the school records and the external examination results of all the candidates taken together, the External Examiner has a right to make a reference to the examining authority.

6. The Seminar considered the problem of introducing a modification in the final external examination on the above lines. It was of the view that a successful working of the modified external examination system would be possible only when the internal school examination has already been suitably modified. It, therefore, recommends that, as a first step, the internal school examination should be immediately brought in line with the principles laid down above. It is further of the opinion that before appearing at the public examination at the end of the secondary stage in which the new type of question papers are to be set, candidates must have two years' experience of the new type questions in their home examinations.

7. In the case of private candidates, the external examination will constitute the only basis for assessing their standard of attainment and for the award of certificates. The certificates given to such candidates should clearly indicate that they appeared for the examination privately.

8. After considering the trying physical conditions under which candidates appear at the public examination at the end of the Secondary School course, and in view of the reorientation to be given to the whole system of examination, the Seminar recommended the following :—

(a) The entire examination should be completed as quickly as possible.

(b) No paper should be of more than two and a half hours' duration.

(c) Care should be taken to eliminate avoidable inconveniences and discomforts to the examinees by providing more examination centres in the rural areas.

9. The Ministry of Education should publish a handbook for the guidance of teachers, describing therein the objectives and the techniques of examinations as recommended by the Seminar.

(To be continued)

FROM OUR ASSOCIATIONS

THE NORTH MALABAR DISTRICT TEACHERS' GUILD.

Important resolutions passed at the meeting of the Guild Executive held on 7—10—1956.

1. Resolved to request the D.P.I. of the Kerala State to maintain the status qua with regard to service conditions of teachers, syllabus of studies, text books, examinations, rules under grant-in-aid code and M.E.R. until such time as common rules and regulations are made applicable to the whole of Kerala State in the educational field.

2. The scale of pay for teachers in the different Units of the Kerala State is different. So the Government should take into consideration the existing scales of pay for each grade of teachers in T.C. State and Malabar and adopt whichever is higher for that particular category of teachers until the scale proposed and brought to the notice of the Madras Government by the South India Teachers' Union is adopted.

3. Resolved to request the Government to introduce the direct payment of salary to teachers in all aided schools.

4. The Ele. Education Reform Committee had recommended the raising of age of retirement to 60. The Secondary Education Commission has also recommended the retiring age of teachers to 60. In view of the above recommendations the meeting requests the Government to raise the age of retirement to sixty for all teachers working in Elementary and Secondary Schools.

5. The Elementary Education Reform Committee and the Secondary Education Commission have both recommended the benefits of pension scheme to all teachers. This meeting requests the Government, to grant pension to all categories of teachers.

6. This meeting requests that full fee concession may be granted to children of teachers in High schools also.

THE RAMANATHAPURAM DISTRICT TEACHERS' GUILD.

The Annual Conference of the Ramanathapuram District Teachers' Guild was held in the premises of the S.M.S. High School, Karaikudi, on Saturday the 27th October, 1956. Sri G. Krishnamurthi, M.L.C., presided. The Karaikudi Teachers' Federation was the Reception Committee of the conference.

The proceedings began with the hoisting of the National Flag by Sri G. Ethirajulu, M.A., Commissioner of Karaikudi Municipality. Sri G. Krishnamurthy, M.L.C., presided over the conference. Sri A. R. Arunachalam Chettiar, Chairman of the Karaikudi Municipality Council welcomed the delegates and the public to the conference. Sri P. Doraikannoo Mudaliar, Principal, Dr. Alagappa Chettiar Training College, welcomed the guests in his capacity as the President of the Karaikudi Teachers' Federation. Sri P. S. Ebenezer, B.A., L.T., District Educational Officer of Ramanathapuram inaugurated the conference. Sri G. Krishnamoorthy, M.L.C., President-elect delivered the presidential address.

At 6 p.m. the public meeting began. Sri AR. A. RM. Chockalingam Chettiar, M.L.A., was in the chair. Proposing him to the chair and welcoming the guests Sri P. Doraikannoo Mudaliar, the President of the Karaikudi Teachers' Federation made a brief speech.

At the General Body meeting the following office-bearers for the coming year were elected.

President : Sri P. Doraikannoo Mudaliar.

Vice-Presidents : (1) Sri M. Rajah Iyer ; (2) Sri D. Sebastian and (3) Sri P. Natarajan.

Secretary—Treasurer : Sri S. M. Ganapathy.

Joint-Secretary : Sri V. Chokalingam.

Representatives to the S.I.T.U. : (1) Sri M. Rajah Iyer and (2) Sri D. Sebastian.

NEWS AND NOTES

Under the auspices of the Teachers' Association, a public meeting was held on 19th November, 1956 in the Sengunthar Mahajana High School, Gurusamipalayam at 5 p.m. Sri S. Lakshmanan Chettiar, B.A., L.T., Headmaster, Gugai High School, Salem was in the chair. Sri M. Shanmugam, B.A., L.T., Headmaster, Board High School, Thiruchengode delivered a speech on *Democracy in the School and in the School Administration*.

Mr. D. Rajendran, B.A., B.T., proposed vote of thanks.

MADRAS

The Founder's Day Celebration of A.R.C. schools was held under the distinguished presidency of Dr. S. G. Manavala Ramanujam, Principal, Sri Venkateswara University College. There was a large gathering of parents and other distinguished visitors. The committee of management was at home to the newly elected Mayor Sri K. N. Srinivasan and also to the President of the evening. Sri K. Venkataswami Naidu welcomed the guests and congratulated the Mayor on his election. There was a variety entertainment-like group dance, enactment from Nandanar and Sleeping Beauty. The Mayor who spoke first euologised the services of Sri K. Ramiah Chetty in the cause of education and especially women education in this part of the presidency. Srimathi D. Maragathavalli, Headmistress, read the messages received from the Ministers, Hon'ble Justices, and the Director of Public Instruction, Madras. Sri T. P. Sreenivasa Varadhan, Headmaster, Hindu High School, paid in glowing terms the achievements of Sri K. Ramiah Chetty in boldly opening a Secondary School for girls in spite of heavy odds without sufficient financial backing. Sri P. Annamalai Reddiar also expressed his joy for the great sacrifice the founder and his wife Srimathi R. Devaki Ammal have contributed to the education of the girls. Kumari P. C. Padmavathi, Lecturer Queen Mary's College spoke in appreciable terms about the qualities and the good nature of the founder and also in promoting the cause of education, particularly the girls. The Chairman in winding up the proceedings, also expressed his sense of appreciation to the untiring efforts and the zeal of Sri K. Ramiah Chetty in building up the Elementary School to the present status as he has been watching the progress of the Elementary School for over two decades. He felt the private agencies are not being treated properly. He wished the Founder long life and continue to serve the cause of education. With a vote of thanks proposed by Srimathi K. Sakunthala, the happy function terminated.

LETTER BOX

SUBJECT :—" COMPREHENSION ".

The method of setting questions on the passages given for comprehension does not serve the purpose it is intended to serve, at present. For instance, it is the invariable experience of every teacher to find boys dividing the passage into say 5 parts if there are 5 comprehension questions, and, writing the first part as the answer to the first question and the second part to the second question and so on. This mechanical work, while securing not less than 50% of the allotted marks, doe snot indicate understanding of the passage, on the part of the boy. So I would suggest the framing of the questions along the following lines if the real capacity for comprehension is to be tested.

Example.

1. The minister for education replied to a member's question, that the number of boys in a normal class, in a school does not exceed forty.

Question for comprehension :

What is the question of the member ?

The answer :

What is the maximum number of boys in a normal class in a school ?

It is clear that the boy can not get the answer from the wording of the passage and yet, if he thinks he can get the answer.

Other passages and questions on comprehension :—

1. *Lawyer* : (helping the pedestrian up) " Come with me, my man, you can get damages ".

Pedestrian : " Heavens, man, I have got all the damages I want. Get me some repairs ".

1. What happened to the pedestrian ?
2. To whom does ' my man ', refer ?
3. What did the lawyer mean by " damages " ?
4. What did the pedestrian mean by (a) ' damages ' and (b) ' repairs ' ?

2A : " Dancing is in my blood, you know ".

B : " Then your circulation must be bad. It hasn't reached your feet yet ".

Questions :—

1. What is meant by " in my blood " ?
2. To what does " circulation " refer ?
3. ' It hasn't reached your feet yet '—
   (a) What is the meaning of this statement ?
   (b) What is meant by ' it ' in the above statement :

The above passages *alone* are taken from " Illustrated Weekly of India " dated 30th September, 1956 and the questions on the passages are merely suggestive and not exhaustive.

C. G. KUPPUSWAMY.

Madras-1,
17th October, 1956.

To become Hindi Pandits in Anglo-Indian schools in Madras State, the qualification prescribed was S.S.L.C., with Secondary Grade Training and Hindi Praveen or ' Visharad ' of the Dakshina Bharat Hindi Prachar Sabha. Now the Government has recognised the Hindi Pracharak Training Diploma with S.S.L.C., as an alternative qualification for the Hindi Teachers.

In the Indian High Schools, where S.S.L.C. course is followed, the Hindi Pracharaks with S.S.L.C. qualification are placed on L.T. grade and Secondary grade with Visharad in lower grade, because the ' Hindi Pracharaks' have specialised in the teaching of Hindi to non-Hindi speaking pupils with psycological back-ground.

It is just and proper that the Anglo-Indian schools should follow the Indian system of placing the Hindi Pracharaks on higher grade instead of putting both secondary grade and Pracharak in the same grade.

Will the Government move in the matter ?

S. R. SASTRI, M.A., B.O.L.
T. Nagar, Madras-17.

SELECT LIST OF BOOKS FOR LIBRARIES

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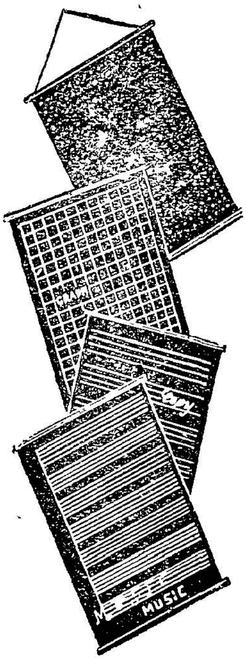

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OUR BOOK SHELF

Fresh Fields Geography Readers: by Forbs Macgregor; *Book-3. Island Home*; *Book-4. The Far Travellers*; *Book-5. Around the Middle Sea*; *Book-6. On Northern Plains and Shores.* (Thomas Nelson & Sons, Edinburgh. Price 2 sh. each).

Books 1 and 2 have been reviewed in one of the earlier issues of this journal. Books 3, 4, 5 and 6 deal on the same lines with England and Scotland and Ireland, Canada, Australia, New Zealand, the Mediterranean countries and the Northern Polar regions.

This kind of approach to human geography has been carefuly designed to provide a simple and at the same time comprehensive introduction, based on centres of interest to children in primary schools, and keeping in mind the need for sustaining and developing a constant lively contact with everyday life.

The chapters in each book are preceded by a short introduction which 'sets the scene' for the pupil. A simple line map by John Mackay helps to establish the geographical position of the area around which the interest of the pupil is drawn by means of a story and at the end of each chapter, are some suggested activities including questions to answer things to find out and things to do.

My Music Guide-Book IV: by Priestly and Grayson. (Thomas Nelson & Sons, Edinburgh. Price 3 sh. 6 d.).

Books 1 to 3 have been reviewed in one of the earlier issues of this journal. Book 4, the largest of the series, covers a wide field of musical experience. The large and varied collections of songs and instrumental tunes given for reading practice includes best-known folk songs, tunes from operas and ballet music, and recorded tunes to read and then to hear. To the ten composers introduced in the previous books are added in this book, Grieg, Tchaikovisky, Verdi and Elgar. The whole series of four books is recommended for a four year course of training in secondary schools.

Choosing a Career: by G. T. Philip. (Oxford University Press. Price Rs. 1).

This book is sponsored by the Vocational Service Committee of the Bombay Rotary Club. It shows the need for skilled vocational guidance and suggests to parents, employers and teachers how they can improve the present situation where skilled vocational guidance is not available. The book is written in simple non-technical language. Dr. R. M. Alagappa Chettiar has written a very good foreword commending the book.

Right Word and Wrong Word: by V. H. Collins. (Orient Longmans. Price 10 sh. 6 d. net.)

This book brings together with explanations, the words whose meanings are today most commonly confused with those of other words with which they are used synonymously. *E.g.* A friend *comes* to see you; you *go* to see him. The verbs are often confused, as "I am sorry I cannot *come* (instead of 'go') to that lecture next week." The book will be a good companion to those who wish to use a word in a correct way.

Secondary Schools in the British Carribean: by H. R. X. D'Aeth. (Orient Longmans. Price 6 sh. 6 d.)

This is the report on the aims and methods of secondary education which were discovered at the first conference of the Heads of Secondary Schools in the British Carribean before Easter 1955 at the University College of West Indies. The territories comprised in the Carribean are isolated from one another by large stretches of ocean, the distance between the places being sometimes as great as 1,000 to 2,000 miles. They are the Babamas, Barbados, Bermuda, British Guiana, British Handuras, Jamaica, the Leeward Islands, Trinidad, and the Windward Islands.

Deepak Supplementary Readers: Series II-B. Joseph the Dreamer: by J. F. Forrester. (Oxford University Press. Price 8 annas). Suitable for Form III.

Series IV-A. The Heroes: by J. F. Forrester. (Oxford University Press. Price Re. 1). Suitable for Form IV.

Series IV-B. Cranford: by Chester and Moorhouse. (Oxford University Press. Price Re. 1-2-0). Suitable for Form V.

All the above are story books and make interesting reading for children of adolescent stage.

This Land of Britain—Book I: by B. G. Hardingham. (Thomas Nelson & Sons, Edinburgh. Price 7 sh. 6 d.).

Under the main heading *Living together*, the geography (mainly social and economic) of Britain, and the geography of the World in relation to Britain, are treated concurrently in this book.

Each of the four sections of the book discusses a basic theme of our everyday life and shows how it is affected by geography and how the British are dependent on people in other parts of their country and other parts of the World. The sections are: (1) Homes and Communities. (2) How the World feeds us. (3) How the World clothes us. (4) Work and Leisure.

Very beautifuly got up with plenty of illustrations. Suitable for secondary schools and even to the lay reader.

Britain Past and Present: A Social History—Book I—Daily Life in Britain: by M. W. Thomas. (Thomas Nelson & Sons, Edinburgh. Price 7 sh. 6 d.).

This book exactly similar to the book 'This Land of Britain', in the nature of its get up and illustrations, contains three parts: (1) Homes. (2) Food and Clothing. (3) Transport and Trade in the 144 pages of printed matter. Glazed art paper has been used throughout.

The book gives a simple rounded picture of the everyday lives of the people of Britain from the days when they found shelter in caves and fashioned their rough weapons and tools up to the complex conditions of today. Lively human interest is maintained throughout the book; for example, by the introduction of an imaginary estate, Grenacre. The estate and its owners are depicted at different periods of history and provide a useful link between the three sections taking us back to early times, it shows how one change led to another until at last things have come to be as they are today.

ACKNOWLEDGMENTS.

List of publications received and thankfully acknowledged :—

1. Public expenditure on Education, Part II (a). (UNESCO).
2. Commonwealth Today, No. 46.
3. Extension Services Newsletter—All India Council for Secondary Education—Nos. 10 and 11.
4. Youth services in Britain (British Information Services).
5. Report of the Summar Camp of Delhi Principals held at Phalgam (June 4 to 25, 1956).

THE 26TH SOUTH INDIAN EDUCATION WEEK.

Reports of the celebrations of the 26th South Indian Education Week were received from the following places :—

1. Findlay High School, Mannargudi, Tanjore.
2. Board High School, Anthiyur, Coimbatore.
3. Nehru High School, Puthanampatty, Trichy.
4. Board High School, Hosur, Salem.
5. Ramaseshier High School, Pattamadai, Tirunelveli.
6. C.C.C. Hindu High School, Trivellore, Chingleput.

7. Islamiah High School, Melvisharam, North Arcot.
8. Girls' High School, Srirangam, Trichy.
9. V.M. High and Ely. Schools, Bodinayakanur, Madurai.
10. At Devakottai, Ramnad and Aruppukottai by the Ramnad District Teachers' Guild.
11. Chattram High School, Kadayam, Tirunelveli.

United Nations Day celebrations reports were received from (1) the Girls' High School, Srirangam, Trichy and (2) the Rotary Club, Trichy.

Reports of Universal Children's Day celebrations were received from

1. Islamiah High School, Melvisharam, North Arcot.
2. S.D. High School, Kandramanickam, Ramnad.
3. Girls' High School, Srirangam, Trichy.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 8th December, 1956 in the office of the Union at Raja Annamalaipuram, Sri T. P. Srinivasavaradan, President of the Union, presided.

The following members were present :—

Mrs. Saraswathi Srinivasan (Vice-President), and Messrs. S. Ramiah (Tanjore), A. T. Doraiswamy Iyengar (Chingleput), M. Rajah Iyer (Ramnad), P. Govinda Rao (Vice-President), T. S. Rajagopalan (Madras), D. Sebastian (Ramnad), A. V. Ranga Rao (Tiruchy), A. Ramayya (Madurai), C. Ranganatha Aiyengar (Journal Secretary), S. D. Krishnamurthi Rao (Secretary, Protection Fund), K. M. Ramaswami Goundar (Coimbatore), K. M. Sundaram (Tanjore), M. N. Mahadevan (Tiruchy.) D. Narasimhachari (N. Arcot), E. Shanmugam (Salem), S. Natarajan, Ex-President, S. Subba Rao (Salem), H. Visweswaran (Tirunelveli) and V. Arunajatai (Secretary).

Letters expressing inability to attend the meeting were received from the following members :—

1. Mr. A. S. B. Philip (Tirunelveli).
2. Mr. P. R. Swaminathan (South Arcot).
3. Mr. T. P. Gopalakrishna Naidu (North Arcot).
4. Mr. E. Venkatesalu (Coimbatore).

Mr. T. N. Sundaram and Mr. S. Krishnamurthy were present by special invitation.

The minutes of the last meeting were taken as read and approved.

The President made out the following points in the course of his statement on matters arising out of the minutes :—

A deputation waited on the Minister for Education and Finance and pressed the case for enhancing the dearness allowance to teachers and giving house rent allowance and medical aid to them and for extending the pension scheme to other categories of teachers.

The pension scheme announced by the Government was carefully studied and representation was made to the Minister and to the Secretary to Government, Education Department, on the defects and difficulties of the scheme. The President told the Board that he had every hope that the representation would be sympathetically considered and favourable orders passed.

The President referred to the anxiety on the part of the teachers of the South Kanara and Malabar to be in touch with the S.I.T.U. and thanked them for their valuable co-operation and spirit of loyalty shown.

Mr. V. Arunajati, Secretary, stated that affirmative replies had been received from the Secretaries of the District Guilds for the proposal that representatives should meet at an inter-state level to discuss problems of academic and professional interest. The Executive authorised the Secretary to correspond further in the matter as and when the need was felt.

The President informed the members that Dr. Willard E. Givens former Secretary-General of the National Education Association of America, would be meeting the Executive along with Mr. S. Natarajan in the afternoon and addressing the members.

The fact that the Form of Agreement should be revised suitably and adequately to ensure security of tenure and fair conditions of service of teachers was brought out by the members. In this connection the successful conclusion of the case of Mr. V. Sarangapani Naidu of Tanjore was referred to as a vindication of the claims of teachers for security and fair conditions of service. Mr. K. M. Sundaram of Tanjore wanted that the fact of the case should be published in the columns of the *South Indian Teacher.*

Mr. K. M. Sundaram also suggested that in future when a deputation waited on Ministers or the Director of Public Instruction, the presidents or secretaries or representatives of the mofussil District Teachers' Guilds should also be included, the expenses of travelling, etc. of such representatives being met by the respective District Guilds. The suggestion was accepted.

After a discussion on the Government Orders relating to pension scheme, enhanced dearness allowance, special pay, Form of Agreement, and fixing of minimum strength regarding number of pupils studying Sanskrit, Arabic and Urdu, the following resolutions were passed :—

1. The Executive Board resolves to represent to the Government and Director of Public Instruction that in regard to the study of Sanskrit, Arabic and Urdu, the least the government should do was to allow the present position to continue in view of the importance of these languages. The Board feels that the justification by the government of the order issued as an amendment to rule 60 of the M.E.R. was not quite correct and did not logically follow in as much as the rule relates only to the minimum strength regarding the medium of instruction of non-language subjects in secondary schools.

2. The Board urges the government to issue immediate orders for the payment of dearness allowance and special pay to all teachers, clerks and peons in schools.

3. The Board resolves to request the government to extend the pension scheme to all categories of teachers.

4. As the present form of agreement between the teachers and the managements in aided institutions does not give sufficient protection to teachers, the Board urges the government to modify the agreement in such a way that all major punishments, such as suspension, termination of services, etc., should be done only with the prior approval of the Director of Public Instruction.

The Secretary made a statement on the observance of the Teachers' Day on the 7th August, 1956, the celebration of the 26th South Indian Education Week in all parts of the State from 29th October to 5th November 1956, the participation of Sri S. Natarajan in the Conference of the W.C.O.T.P. at Manila and in the workshop and conference of working journalists as a representative of the *South Indian Teacher* ; the invitation of the North Arcot District Teachers' Guild to the S.I.T.U. to hold the next annual State Educational Conference at Tiruvannamalai in May 1957. The Secretary also reported on the formation of the Golden Jubilee Committee with the local members of the Working Committee to start the work of celebrating the Golden Jubilee of

the S.I.T.U. in May 1958 along with the annual State Educational Conference. Mr. C. Ranganatha Aiyengar explained the proposals contained in the circular prepared by the Local Golden Jubilee Committee. The Executive Board approved the proposals and authorised the Local Committee to bring out a souvenir and to enrol members in connection with the Golden Jubilee celebrations of the S.I.T.U.

The Executive Board resolved to put up a building for the South India Teachers' Union before the Golden Jubilee to be celebrated in May 1958. It authorised the Building Sub-Committee to start the building programme.

The President reported that the Science Seminar to be conducted under the auspices of the South India Teachers' Union in the Hindu High School, Triplicane between 17th December, 1956 and 5th January, 1957 would be inaugurated by Dr. A. L. Mudaliar. He also said that the S.I.T.U. would take up the question of organising similar seminars in other district centres on the teaching of languages, mathematics and such other subjects.

The Executive Board decided to accept the invitation of the North Arcot District Teachers' Guild to hold the next Annual State Educational Conference in May 1957 at Tiruvannamalai.

Mr. D. Sebastian of Ramnad and Mr. A. V. Ranga Rao of Tiruchy were duly elected to the Working Committee.

The following were elected to the Council of the All India Federation of Educational Associations to represent the S.I.T.U. :—

1. Sri T. P. Srinivasavaradan.
2. „ C. Ranganatha Aiyengar.
3. „ K. M. Sundaram.
4. „ T. N. Sundaram.
5. „ M. P. H. Albert.

The Executive Board understood that in the light of the suggestions made by the representatives of the teaching profession certain modifications were made in the model question paper published in the Companion' to the S.S.L.C. English Text. The Board resolved to urge the Department of Education to issue clear instructions before 10th January, 1957 detailing the nature of modifications, if any, in the specimen paper already circulated.

The Executive Board authorised the President of the Union to invite the Council, of the All India Federation of Educational Associations to hold its next conference in the State of Madras in December 1957.

The Executive Board resolved to sanction an expenditure of not exceeding Rs. 300 in connection with the visit of Dr. Willard E. Givens to the S.I.T.U.

The following six names were proposed for the Presidentship of the Annual State Educational Conference to be held at Tiruvannamalai in May 1957 :—

1. Sri A. Srinivasaraghavan, Tuticorin.
2. „ M. P. H. Albert, Tiruchirapalli.
3. Janab Md. Anwar, Vaniyambadi.
4. Sri E. N. Subramaniam, Elapully.
5. „ S. Govindarajulu Naidu, Venkateswara University.
6. „ T. S. Avinashilingam Chettiar.

The President, in the course of his concluding remarks, referred to the difficulties experienced by the voters in the last election to the Teachers' Constituency and to the general indifference on the part of many teachers and appealed to teachers to take more interest in their rights and duties.

The Executive Board had Tea with Dr. Willard E. Givens who addressed the members on the phenomenal growth in strength, efficiency and many sided activities of the National Education Association. Sri S. Natarajan presided over the meeting.

Sri V. Arunajatai, Secretary, proposed a hearty vote of thanks.

V. ARUNAJATAI,
Secretary.

18th December, 1956.

GOVERNMENT OF MADRAS

PUBLIC (ELECTIONS III) DEPARTMENT

Press Release

GRADUATES' AND TEACHERS' CONSTITUENCIES.

(Graduates' and Teachers' Constituencies, Annual Revision — Inclusion of voters.)

The Electoral Rolls for the Madras Graduates' and Madras Teachers' Constituencies of the Madras Legislative Council are being revised. Persons who are qualified for inclusion in the rolls but who have not been so included may apply for the inclusion of their names in the rolls of the constituencies in Form 8 (Part I) or Form 9 (Part I) as the case may be, to the Electoral Registration Officer of the Constituencies, viz., the Personal Assistant to the Collector of Madras. Copies of the form are available free of charge with all Collectors, Tahsildars, Deputy Tahsildars and Commissioners of Municipalities in the State. Every person who is qualified to be registered in the electoral roll for these constituencies and who desires to be so registered should submit an application before the 7th day of January 1957 to the Electoral Registration Officer, viz., the Personal Assistant to the Collector of Madras either in person or by post.

2. Every person who on the 1st day of January 1957 is ordinarily resident in the constituency and has for at least 3 years before that date, been either a graduate of a university in the territory of India or in possession of any of the qualifications notified as equivalent thereto is entitled to be registered in the roll for the Graduates' Constituency. Every person who on the 1st day of January 1957 is ordinarily resident in the constituency, and has, within the six years immediately before that date for a total period of at least 3 years, been engaged in teaching in any of the educational institutions within the State which have been notified by the State Government as not lower in standard than that of a secondary school is entitled to be registered in the roll for the Teachers' Constituency. A person will not however, be eligible for inclusion in the roll of both these constituencies if he is not a citizen of India or if he is of unsound mind and stands so declared by a competent court of law or is for the time being disqualified from voting under the provisions of any law. Particulars regarding the qualifications which are declared to be equivalent to that of a graduate of any University in the territory of India and of the list of institutions which have been notified as not lower in standard than that of a secondary school are available with the Electoral Registration Officer (viz. the Personal Assistant to the Collector of Madras), all Collectors, Tahsildars and Deputy Tahsildars in the State and they can be approached for full particulars in this regard.

3. The names of the eligible graduates and teachers in the five taluks of Thovala, Agastheswaram, Vilavangode, Kalkulam and Shencottah which have become part of the State of Madras under the States Reorganisation Act, 1956, are not included in the rolls at present, but they will be included, for the first time, in the course of the impending revision of the rolls. Every qualified person who desires to be so registered is, therefore, requested to avail himself of the opportunity.

4. All political parties, heads of institutions, bar associations, teachers associations and others concerned are requested to co-operate in making the rolls accurate and complete. The Election authorities are anxious to enrol every eligible person in the electoral

rolls and invite public co-operation in this behalf. Instructions have been issued to the Electoral Registration Officer (Personal Assistant to the Collector of Madras) and to all Collectors, Tahsildars and Deputy Tahsildars in the State to circularise copies of this press release to all educational institutions, bar associations, teachers' associations, organized bodies in the State and every eligible person is requested to avail himself of the opportunity and enrol himself as a voter.

5. Persons who do not send their applications before 7th January 1957 can put in a claim when the rolls are preliminarily published and claims and objections are invited. They are requested to watch for the notices of preliminary publications of the electoral rolls, and help the authorities by filing claims within the prescribed time and hereby facilitate the preparation of accurate electoral rolls for both the constituencies.

M. A. SHERIFF,
Deputy Secretary to Government.

GOVERNMENT OF MADRAS

HEALTH, EDUCATION AND LOCAL ADMINISTRATION DEPARTMENT.

Memorandum No. 136374 *E*-6/56-2, *Education, dated* 22*nd December,* 1956.

SUBJECT:—Elementary Educations—Elementary Grade and Secondary Grade teachers—Revision of Salaries—Para 2 of G.O. No. 1985, Education, dated 31st October, 1956—Clarified.

Read again: G.O. No. 1985, Education, dated 31st October 1956.

Read also: Letter from Sri T. P. Srinivasavaradan, M.L.C., President, South Indian Teachers' Union, Madras, dated Nil.

Doubts have been entertained in regard to the scope of application of para 2 of the Government Order read above, to teachers who are in receipt of salary in a scale of pay higher than Rs. 45—2—85. The following clarification is accordingly issued :

(i) The pay of such of the teachers as are drawing pay in a more favourable scale than Rs. 45—2—85, is not liable to be refixed in the scale of Rs. 45—2—85 ;

(ii) the special additional pay of Rs. 5 specified in para 1(3) of the Government Order will be payable to such teachers also with effect from 1st November, 1956 ; and

(iii) the expenditure on payment of the special pay to these teachers will also be taken into account for purposes of assessing the grant payable by Government.

C. NATESAN,

Special Officer (Local Administration).

To

The Director of Public Instruction.

The Accountant-General, through Finance.

The Accountant (by name).

All Presidents, District Boards.

Copy to the President, South India Teachers' Union, Madras.

(True copy)

EDITORIAL

State Educational Conference

At the invitation of the North Arcot District Teachers' Guild the S.I.T.U. will hold the 47th Madras State Educational Conference at Tiruvannamalai in May 1957. The session is likely to be attended by a large number of delegates as many momentous questions will come up for consideration. As usual there will be four sectional conferences, viz., the Basic and Primary Education, Secondary Education, University Education and Organisation and Administration and Teacher Education sections. Besides, an Elementary School Teachers' Conference will also be held.

Ballot papers for the election of President to the Conference and other matters about the Conference have been sent to all the affiliated Teachers' Associations and Unions. It is hoped that a record number of delegates will register themselves in time (before 31-3-1957) so as not to cause confusion at the last minute. Lodging for the delegates will be free and the boarding charges have to be paid for. Delegates desiring to have boarding arrangements are advised to write to the Secretary, Reception Committee sufficiently in advance.

Resolutions for consideration at the Conference should be sent to the office of the S.I.T.U. before 31-1-1957.

There will also be an Educational Exhibition. It is earnestly hoped that publishers and makers of educational books and materials will kindly co-operate with the Reception Committee in making the Exhibition a success.

A conference souvenir is proposed to be published and advertisements in the pages of the souvenir are invited. The rates of advertisement can be ascertained from the Secretary, Reception Committee, 47th Madras State Educational Conference, Town High School, Arni North Arcot District.

An Appeal

The Tanjore Town Teachers' Association has made an appeal for funds to render help to Mr. V. Sarangapani Naidu and we heartily endorse the appeal. Contributions may kindly be sent either to the Secretary, the S.I.T.U. Madras 28 or to the Secretary, Secondary School Teachers' Association, Tanjore.

Dearness Allowance

Elsewhere is published G.O. Ms. No. 2276, Education, dated 29th December 1956 clarifying special additional pay and dearness allowance. In G.O. No. 1985, dated 31st October 1956, the following sentences have given room for various interpretations :—

"Secondary grade teachers are at present paid on different scales of pay when they are employed by local bodies and aided managements in standards VI, VII and VIII of the higher elementary schools and in Forms I, II and III of middle schools. Government direct that all secondary grade teachers be granted a uniform scale of Rs. 45-2-85 and that their pay be refixed at the stage in the new scale which is equal to their present pay, or if there is no such stage, the stage next below their pay plus personal pay equal to the difference, the personal pay being absorbed in the next increment." The clubbing in of secondary grade teachers working in middle schools has given rise to the interpretation that they will be given only special additional pay of Rs. 5/- in lieu of dearness allowance. The G.O. Ms. No. 2276, Education, dated 29th December 1956 issued subsequent to G.O. No. 1985 makes the position clear. Para 1 of that G.O. definitely says that special additional pay in lieu of dearness allowance will be given to all teachers employed in elementary and higher elementary schools and Dearness allowance to non-teaching staff. Para

2 says that only dearness allowance will be paid to teachers and non-teaching staff serving in all middle schools, high schools, Anglo-Indian schools, special schools, colleges, etc. We definitely understand that only dearness allowance will be paid to secondary grade teachers serving in the above schools and no special additional pay in lieu of dearness allowance.

We are glad to note that the Union Education Minister, Maulana Abul Kalam Azad, in his presidential address to the 24th meeting of the Central Advisory Board of Education, said, "we are seeking to establish a national minimum basic salary for elementary school teachers." He further said that poor wages and loss of social status had been perhaps the main reasons for the fall in quality of teachers in recent years. Later on he said, 'some measures have been taken for improving the salaries and conditions of service of university teachers. The problems of teachers in affiliated colleges and secondary schools are also engaging our attention." Thus he has tacitly admitted that teachers in secondary schools are poorly paid. Our State Government, whenever we plead for revision of scales of salaries, expresses its inability on the ground of lack of finance. As the Central Government has now come forward to share the expenditure on elementary school teachers, our State Government should press the Central Government to extend its aid to better the salaries of teachers in secondary schools. The Central Government should bear at least 75% of the cost of elementary education and it is one of its primary obligations. The State Government with slender resources finds it difficult to carry entirely the heavy burden of elementary education which is expanding year after year.

In secondary and middle schools the pay scales of all teachers are low, but those of secondary grade teachers who get either Rs. 45—2—85 or Rs. 45—3—60—2—90, and of drawing masters, physical instructors and pandits of grade II are deplorably low. Not only the scales are low, but there are disparities in the scales adopted by different agencies. The revision of the scales of pay of these classes of teachers brooks no delay. It is hoped that both the Central Government and the State Government will take up this question immediately.

Justice delayed is justice denied.

PUBLIC MEETING

Under the auspices of the Teachers' Union of the Hindu Theological High School, a Public Meeting will be held in the Annamalai Manram, Esplanade, Madras, at 6 P. M. on Tuesday, the 5th of February, 1957, at which the Book, "*EDUCATION IN PRACTICE*", written by Sri S. BALAKRISHNA JOSHI, Headmaster of the School, will be formally released and the Honorarium will be offered to the **Building Fund** of the **South India Teachers' Union** and to the **Common Good Fund** of the **Teachers' Union of the School.**

Sir C. P. Ramaswami Aiyar has kindly agreed to preside on the occasion.

All are cordially invited to the Function.